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# South Dakota Alternate Academic Content and Achievement Standards

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## Listening, Viewing, Speaking Standards



Board Approved  
November 19, 2007

### Special Education Programs Mission Statement

Special Education Programs located in the South Dakota Department of Education advocates for the availability of the full range of personnel, programming, and placement options, including early intervention and transition services, required to assure that all individuals with disabilities are able to achieve maximum independence upon exiting from school.

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## LISTENING, VIEWING, AND SPEAKING KINDERGARTEN

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

**General Education Standard:**

**K.LVS.1.1. (Knowledge) Students can follow simple two-step oral directions.**

**Alternate Content Standard:**

**K.A.LVS.1.1. (Knowledge) Students can follow three or more one-step directions with a model.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Follow four or more one-step directions with a representation.	<ul style="list-style-type: none"> <li>Stand up.</li> <li>Hit switch.</li> <li>Hang coat.</li> </ul>
<b>Applying:</b> Follow three or more one-step directions with a representation.	<ul style="list-style-type: none"> <li>Hands down.</li> <li>Voice quiet.</li> </ul>
<b>Developing:</b> Respond to name and imitate a one-step direction.	<ul style="list-style-type: none"> <li>Janell, sit down.</li> <li>Pat, stand up.</li> </ul>
<b>Introducing:</b> Respond to their first name.	<ul style="list-style-type: none"> <li>Look towards person saying their name.</li> </ul>

**General Education Standard:**

**K.LVS.1.2. (Application) Students can follow rules of conversation in group situations.**

**Alternate Content Standard:**

**K.A.LVS.1.2. (Knowledge) Students can focus on teacher/speaker presenting information.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Focus on speaker while maintaining a quiet voice.	<ul style="list-style-type: none"><li>• Look at and attend to speaker.</li></ul>
<b>Applying:</b> Focus on teacher/speaker presenting information.	<ul style="list-style-type: none"><li>• Sit quietly and attend to presenter.</li><li>• Attend to material being presented.</li></ul>
<b>Developing:</b> Focus on a familiar object/sound.	<ul style="list-style-type: none"><li>• Attend to family member, teacher or peer.</li><li>• Attend to favorite toy.</li></ul>
<b>Introducing:</b> Localize to a sound/cue.	<ul style="list-style-type: none"><li>• Look/turn toward touch/sound.</li></ul>

**General Education Standard:**

**K.LVS.1.3. (Application) Students can identify different facial expressions, body language, and signals.**

**Alternate Content Standard:**

**K.A.LVS.1.3. (Knowledge) Students can match feelings/signals to representations.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Identify feelings/signals from a representation.	<ul style="list-style-type: none"><li>• I feel _____. Point to happy or sad.</li></ul>
<b>Applying:</b> Match feelings/signals to representations.	<ul style="list-style-type: none"><li>• Match steps of fire drill, tornado drill.</li><li>• Match happy face to happy face.</li></ul>
<b>Developing:</b> Imitate feeling in representation of facial expression.	<ul style="list-style-type: none"><li>• Teacher smiles so student smiles.</li><li>• Model representation of emotion card.</li></ul>
<b>Introducing:</b> Respond to settings of like/dislike nonverbally.	<ul style="list-style-type: none"><li>• Raise arm or kick leg when excited.</li></ul>

**General Education Standard:**

**K.LVS.1.4. (Application)** Students can use patterns and picture organizers to remember everyday information.

**Alternate Content Standard:**

**K.A.LVS.1.4. (Application)** Students can transition from one activity to another with a representative cue.

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Follow a schedule within their daily routine.	<ul style="list-style-type: none"><li>• Utilize a picture symbol.</li><li>• Move from activity to activity.</li></ul>
<b>Applying:</b> Transition from one activity to another with a representative cue.	<ul style="list-style-type: none"><li>• Move from one activity to another with a representation.</li></ul>
<b>Developing:</b> Choose between two representations of activities.	<ul style="list-style-type: none"><li>• Representation of ball and puzzle – student picks ball for activity.</li></ul>
<b>Introducing:</b> Attend/respond to a representation of an activity.	<ul style="list-style-type: none"><li>• Show representation of ball and then attends to a ball activity.</li></ul>

**General Education Standard:**

**K.LVS.1.5. (Comprehension)** Students can speak in complete sentences to tell about people, places, or things.

**Alternate Content Standard:**

**K.A.LVS.1.5. (Comprehension)** Students can complete a sentence with a representation to communicate a want.

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Create a sentence with representations to communicate a want.	<ul style="list-style-type: none"><li>• Pick “I,” “want,” “a,” and “book,”</li></ul>
<b>Applying:</b> Complete a sentence with a representation to communicate a want.	<ul style="list-style-type: none"><li>• Point to a picture symbol.</li></ul>
<b>Developing:</b> Communicate a want with a representation.	<ul style="list-style-type: none"><li>• Point to a communication book symbol to indicate a want or need.</li></ul>
<b>Introducing:</b> Attend/respond to a representation to communicate a want.	<ul style="list-style-type: none"><li>• Locate a picture/representation.</li></ul>

**General Education Standard:**

**K.LVS.1.6. (Application) Students can contribute to group discussions on a topic.**

**Alternate Content Standard:**

**K.A.LVS.1.6. (Comprehension) Students can communicate using a representation that matches the discussion topic.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Communicate an answer to a simple question on the discussion topic.	<ul style="list-style-type: none"><li>• What did you see in the story? – Point to a representation of a character from the story.</li></ul>
<b>Applying:</b> Communicate using a representation about the discussion topic.	<ul style="list-style-type: none"><li>• Brown Bear, Brown Bear...I see a _____. – Locate a representative for what is seen on the page.</li></ul>
<b>Developing:</b> Communicate through matching representations about the discussion topic.	<ul style="list-style-type: none"><li>• Match dog to dog after attending to a text presented on a dog.</li></ul>
<b>Introducing:</b> Attend/respond to a representation about the discussion topic.	<ul style="list-style-type: none"><li>• Touch a representation of a character from a presented text.</li></ul>

**General Education Standard:**

**K.LVS.1.7. (Application) Students can tell about an experience or story in sequence with or without visual aids.**

**Alternate Content Standard:**

**K.A.LVS.1.7. (Knowledge) Students can participate in sharing and telling about an item or experience with others with teacher prompts.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Share and tell one detail about an item with others when given a representational prompt.	<ul style="list-style-type: none"><li>• Show and tell – Say dog as he/she holds up a dog.</li></ul>
<b>Applying:</b> Participate in sharing and telling about an item with others with teacher prompts.	<ul style="list-style-type: none"><li>• Show and tell – Imitate what the teacher says.</li></ul>
<b>Developing:</b> Participate in sharing an item with others.	<ul style="list-style-type: none"><li>• Show and tell – Activate a switch to tell about an object he/she have brought.</li></ul>
<b>Introducing:</b> Attend/respond to item being shared with group.	<ul style="list-style-type: none"><li>• Touch an item being shared.</li></ul>

**General Education Standard:**

**K.LVS.1.8. (Knowledge) Students can recite short poems, rhymes, songs, and stories with repeated patterns.**

**Alternate Content Standard:**

**K.A.LVS.1.8. (Knowledge) Students can imitate repetitive parts of rhymes, poems, stories or songs with representational cues.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Communicate repetitive parts of rhymes, poems, stories or songs with representational cues.	<ul style="list-style-type: none"><li>• Communicate “Itsy Bitsy Spider” after hearing it several times.</li></ul>
<b>Applying:</b> Imitate repetitive parts of rhymes, poems, stories or songs with representational cues.	<ul style="list-style-type: none"><li>• Imitate part of phrase either through using pictures, words, vocal intonation, and/or facial expressions.</li><li>• Imitate “Itsy Bitsy Spider” movements while trying to say the words.</li></ul>
<b>Developing:</b> Participate in repetitive parts of rhymes, poems, stories or songs with representational cues.	<ul style="list-style-type: none"><li>• Show anticipatory excitement to repetitive phrase.</li><li>• Demonstrate response to participate in the rhyme, poem, story, or song.</li><li>• Activate switch to state repetitive phrase.</li></ul>
<b>Introducing:</b> Attend/respond to repetitive parts of rhymes, poems, stories or songs.	<ul style="list-style-type: none"><li>• Demonstrate response or attend to presentation of rhyme, poem, stories or songs.</li></ul>

**General Education Standard:**

**K.LVS.1.9. (Knowledge) Students can identify personal and emergency information.**

**Alternate Content Standard:**

**K.A.LVS.1.9. (Knowledge) Students can identify personal information (name) with a representational cue.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Identify personal information (name and immediate family members) with a representational cue.	<ul style="list-style-type: none"><li>• When given two sets of information, pick the set that is the student’s personal information.</li><li>• Identify name and immediate family members when presented with a representation such as picture, object cue, or an object representing the person.</li></ul>

<b>Applying:</b> Identify personal information (name) with a representational cue.	<ul style="list-style-type: none"> <li>• Use a file folder - find name.</li> <li>• Pick out name when presented with a distracter.</li> </ul>
<b>Developing:</b> Match personal information (name) to representational cue.	<ul style="list-style-type: none"> <li>• File folder – match name to name.</li> <li>• Match name, age, mom, dad, siblings.</li> </ul>
<b>Introducing:</b> Attend/respond to personal information (name).	<ul style="list-style-type: none"> <li>• Show a response to personal information, i.e. name, parents, etc.</li> <li>• Demonstrate a differential response to name.</li> </ul>

# SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

## LISTENING, VIEWING, AND SPEAKING FIRST GRADE

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

**General Education Standard:**

**1.LVS.1.1. (Application) Students can repeat and follow three-step oral directions.**

**Alternate Content Standard:**

**1.A.LVS.1.1. (Knowledge) Students can imitate two step directions.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Follow two step directions with gesture/picture cues.	<ul style="list-style-type: none"> <li>Point to paper on floor and then desk and cue “pick up paper and put on desk.”</li> <li>Show picture of balls in bin and pick up the balls and puts them in a ball bin.</li> <li>Follow first/then direction with cues</li> </ul>
<b>Applying:</b> Imitate two step directions.	<ul style="list-style-type: none"> <li>Show how to complete a two step task such as fold paper in half then color.</li> </ul>
<b>Developing:</b> Follow five one step directions.	<ul style="list-style-type: none"> <li>Follow simple three/four word requests such as stand up, sit down, give me, do this, etc.</li> </ul>
<b>Introducing:</b> Respond to name and request to imitate an action.	<ul style="list-style-type: none"> <li>Respond to cue of name paired with demonstration of simple request that is within physical ability. <b>Example:</b> “Sally, press your switch.”</li> </ul>



**General Education Standard:**

**1.LVS.1.2. (Application) Students can follow rules of conversation in a group situation.**

**Alternate Content Standard:**

**1.A.LVS.1.2. (Knowledge) Students can follow rules of conversation in a one-to-one setting with a model to participate in one conversational turn.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Follow rules of conversation to participate in one conversational turn in a group situation.	<ul style="list-style-type: none"><li>• Hit switch to participate in conversational turn.</li><li>• Wait turn to give a response in group.</li><li>• Get an adult's attention in a group and then give a response.</li></ul>
<b>Applying:</b> Follow rules of conversation in a one-to-one setting with a model to participate in one conversational turn.	<ul style="list-style-type: none"><li>• Imitate turn taking.</li><li>• Respond to cue of my turn/your turn.</li></ul>
<b>Developing:</b> Respond to a conversational turn in a one on one situation.	<ul style="list-style-type: none"><li>• Respond to handing of an object when it is the student's turn.</li><li>• Respond to cue/name to respond to conversation.</li><li>• Take turns in a game.</li></ul>
<b>Introducing:</b> Respond to cue to take a conversational turn during a one on one situation.	<ul style="list-style-type: none"><li>• Respond by accessing technology. (switch, picture card, etc)</li><li>• Respond to a cue in a conversation.</li><li>• Attend to a conversation.</li></ul>

**General Education Standard:**

**1.LVS.1.3. (Application) Students can utilize visual organizers which include words for listening and viewing.**

**Alternate Content Standard:**

**1.A.LVS.1.3. (Comprehension) Students can follow a schedule within a daily routine.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Manipulate an organizer to find information.	<ul style="list-style-type: none"><li>• Locate date on calendar.</li><li>• Use a daily schedule.</li><li>• Locate information on a schedule to answer questions.</li></ul>
<b>Applying:</b> Follow a schedule within a daily routine.	<ul style="list-style-type: none"><li>• Follow a visual or verbal schedule.</li><li>• Follow a mini schedule.</li></ul>

<b>Developing:</b> Transition from one activity to another with a representation.	<ul style="list-style-type: none"> <li>• Carry book to library.</li> <li>• Carry ball to recess.</li> <li>• Match transition representation to representation at the location of the activity.</li> </ul>
<b>Introducing:</b> Attends to representation of the presented activity.	<ul style="list-style-type: none"> <li>• Respond to a presentation.</li> </ul>

**General Education Standard:**

**1.LVS.1.4. (Comprehension) Students can tell stories in sequence with details.**

**Alternate Content Standard:**

**1.A.LVS.1.4. (Comprehension) Student can participate in sharing and telling about a personal experience with others.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Share two details from a story or personal experience.	<ul style="list-style-type: none"> <li>• Share name of a character in a story and one fact from the story.</li> <li>• Sequence two things done during a personal experience.</li> </ul>
<b>Applying:</b> Participate in sharing and telling about a personal experience with others.	<ul style="list-style-type: none"> <li>• Use assistive technology to share one fact about an experience.</li> </ul>
<b>Developing:</b> Participate in sharing a personal experience with others.	<ul style="list-style-type: none"> <li>• Match personal experience information on a topic/representation board.</li> <li>• Access switch to share a personal experience.</li> <li>• Access assistive technology such as Intellikeys/Step by Step to share a personal experience.</li> </ul>
<b>Introducing:</b> Attend/respond to a personal experience being shared with the group.	<ul style="list-style-type: none"> <li>• Demonstrate a response that represents attending when presented with information/representation related to a personal experience from a member of the group.</li> </ul>

**General Education Standard:**

**1.LVS.1.5. (Synthesis) Students can express ideas in complete sentences using correct grammar.**

**Alternate Content Standard:**

**1.A.LVS.1.5. (Application) Student can create (verbal/pictorial or representational object) a sentence with representations to communicate a want or a need.**

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<b>Advancing:</b> Create a sentence with representations to communicate an idea.	<ul style="list-style-type: none"> <li>Communicate an intelligible idea.</li> </ul>
<b>Applying:</b> Create (verbal/pictorial or representational object) a sentence with representations to communicate a want or a need.	<ul style="list-style-type: none"> <li>Sequence a verb and a noun to make a request such as “want ____.”</li> </ul>
<b>Developing:</b> Complete a sentence with a representation to communicate a want or need.	<ul style="list-style-type: none"> <li>Add a noun or a verb to complete a request. I want _____ (ball/drink.)</li> <li>I (want/do not want) drink.</li> <li>Match picture cards to create a request.</li> <li>Match object cards to create a request.</li> </ul>
<b>Introducing:</b> Attend/respond to a representation to communicate a want or a need.	<ul style="list-style-type: none"> <li>Demonstrate a response to presentation of a want or need.</li> </ul>

**General Education Standard:**

**1.LVS.1.6. (Comprehension) Students can answer questions related to the topic.**

**Alternate Content Standard:**

**1.A.LVS.1.6. (Comprehension) Student can communicate an answer to a simple question on the discussion topic.**

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<b>Advancing:</b> Communicate an answer to a simple wh- question on the discussion topic	<ul style="list-style-type: none"> <li>Answer simple wh questions.</li> <li>Identify function of objects.</li> </ul>
<b>Applying:</b> Communicate an answer to a simple question on the discussion topic.	<ul style="list-style-type: none"> <li>Respond to a question using topic boards, assistive technology, verbals, yes/no.</li> </ul>
<b>Developing:</b> Communicate using a representation about the discussion topic.	<ul style="list-style-type: none"> <li>Match the correct answer to a question.</li> <li>Indicate a correct response when given a choice.</li> </ul>
<b>Introducing:</b> Attend/respond to a discussion on a topic with a representation.	<ul style="list-style-type: none"> <li>While discussing a character in a story demonstrate a response to a representation from the story.</li> </ul>

**General Education Standard:**

**1.LVS.1.7. (Knowledge) Students can tell extended personal information.**

**Alternate Content Standard:**

**1.A.LVS.1.7. (Knowledge) Students can identify personal information (name, family members) with a representational cue.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Identify personal information (name, family members, town, and phone number) with a representational cue.	<ul style="list-style-type: none"><li>• Identify name, name of parents, home town, etc.</li></ul>
<b>Applying:</b> Identify personal information (name, family members) with a representational cue.	<ul style="list-style-type: none"><li>• Identify picture visual or representation of personal information with no distracters.</li></ul>
<b>Developing:</b> Match personal information (name and family members) with a representational cue.	<ul style="list-style-type: none"><li>• Match representations of personal information.</li></ul>
<b>Introducing:</b> Attend/respond to personal information (name and family members) with a representational cue.	<ul style="list-style-type: none"><li>• Demonstrate a response when presented with verbal or representation of name and family members.</li></ul>

## SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

### LISTENING, VIEWING, AND SPEAKING SECOND GRADE

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standard:</b> <b>2.LVS.1.1. (Application) Students can repeat and follow four-step oral directions.</b>	
<b>Alternate Content Standard:</b> <b>2.A.LVS.1.1. (Comprehension) Students can follow two-step directions.</b>	
<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Follow three-step directions with a representation.	<ul style="list-style-type: none"> <li>Follow a three step sequence such as brush teeth, wash hands, wipe mouth.</li> <li>Follow a three step instruction such as take off coat, walk to desk and get out a book.</li> </ul>
<b>Applying:</b> Follow two-step directions.	<ul style="list-style-type: none"> <li>Point to paper on floor and then desk and cue, "Pick up paper and put on desk."</li> <li>Show picture of balls in bin and student picks up the balls and puts them in a ball bin.</li> <li>Follow first/then direction with cues.</li> </ul>
<b>Developing:</b> Imitate two-step directions.	<ul style="list-style-type: none"> <li>Complete a two step task such as fold paper in half then color.</li> </ul>

<b>Introducing:</b> Respond to name and follow a one-step direction with a representation.	<ul style="list-style-type: none"> <li>Respond to cue of and simple request.</li> </ul> <b>Example:</b> “Sally, press your switch.”
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<b>General Education Standard:</b> <b>2.LVS.1.2. (Application) Students can follow rules of conversation and respond appropriately.</b>  <b>Alternate Content Standard:</b> <b>2.A.LVS.1.2. (Comprehension) Students can follow rules of conversation in a one-to-one setting.</b>	
<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Follow rules of conversation in a small group setting.	<ul style="list-style-type: none"> <li>Use step-by-step communicator or other assistive technology to take conversational turn.</li> <li>Gain attention before speaking/communicating.</li> <li>Speak and stay on topic.</li> </ul>
<b>Applying:</b> Follow rules of conversation in a one-to-one setting.	<ul style="list-style-type: none"> <li>Take conversational turn by responding to questions.</li> <li>Use volume/emotion in conversation with one person.</li> <li>Seek information during a conversation.</li> </ul>
<b>Developing:</b> Follow rules of conversation in a one-to-one setting with a model.	<ul style="list-style-type: none"> <li>Imitate turn taking.</li> <li>Respond to cue of my turn/your turn.</li> <li>Engage in a greeting sequence.</li> <li>Use social story scripts to participate in a conversation/interaction with another person.</li> </ul>
<b>Introducing:</b> Participate in turn-taking activities.	<ul style="list-style-type: none"> <li>Respond by accessing technology (switch, picture card, etc) to respond to a conversational cue.</li> <li>Respond to cue of my turn/your turn.</li> </ul>

<b>General Education Standard:</b> <b>2.LVS.1.3. (Analysis) Students can utilize graphic organizers to organize information gained through listening or viewing.</b>  <b>Alternate Content Standard:</b> <b>2.A.LVS.1.3. (Application) Students can manipulate an organizer to find information.</b>
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<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Locate information on a visual organizer.	<ul style="list-style-type: none"> <li>• Locate date on calendar.</li> <li>• Use a daily schedule for location.</li> <li>• Locate information on a schedule to answer questions.</li> <li>• Locate information on a graphic organizer/Venn Diagram.</li> </ul>
<b>Applying:</b> Manipulate an organizer to find information.	<ul style="list-style-type: none"> <li>• Locate specific topics in an organizer.</li> </ul>
<b>Developing:</b> Follow a schedule within a daily routine.	<ul style="list-style-type: none"> <li>• Follow a visual or verbal schedule.</li> <li>• Follow a mini schedule.</li> </ul>
<b>Introducing:</b> Transition from one activity to another with a representation.	<ul style="list-style-type: none"> <li>• Carry book to library.</li> <li>• Carry ball to recess.</li> <li>• Match transition representation to representation at the location of the activity.</li> </ul>

**General Education Standard:**

**2.LVS.1.4. (Synthesis) Students can deliver information on topics using facts and details.**

**Alternate Content Standard:**

**2.A.LVS.1.4. (Comprehension) Students can communicate an answer to a simple yes/no question related to a topic.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Communicate an answer to a simple question related to a topic.	<ul style="list-style-type: none"> <li>• Communicate a response to a question related to a story.</li> <li>• Communicate a response to question related to a presentation.</li> </ul>
<b>Applying:</b> Communicate an answer to a simple yes/no question related to a topic.	<ul style="list-style-type: none"> <li>• Give a recognizable yes/no response to a core content question related to a story, activity, or presentation.</li> </ul>
<b>Developing:</b> Communicate a like or dislike related to a topic.	<ul style="list-style-type: none"> <li>• Indicate likes and dislikes related to a presented topic.</li> </ul>
<b>Introducing:</b> Communicate a like or dislike.	<ul style="list-style-type: none"> <li>• Indicate a like or dislike to a presented activity.</li> </ul>

**General Education Standard:****2.LVS.1.5. (Application) Students can express ideas using content area vocabulary.****Alternate Content Standard:****2.A.LVS.1.5. (Synthesis) Students communicate an idea within a group situation.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Communicate two ideas within a group situation.	<ul style="list-style-type: none"><li>• Share two ideas related to topic.</li><li>• Respond to other person's ideas.</li><li>• Participate in group discussion.</li></ul>
<b>Applying:</b> Communicate an idea within a group situation.	<ul style="list-style-type: none"><li>• Comment on a group discussion.</li><li>• Participate in a group discussion.</li></ul>
<b>Developing:</b> Communicate a piece of information to a group.	<ul style="list-style-type: none"><li>• Share a piece of information in a group setting.</li></ul>
<b>Introducing:</b> Attend/respond to a group discussion.	<ul style="list-style-type: none"><li>• Respond to group discussion.</li></ul>

**General Education Standard:****2.LVS.1.6. (Analysis) Students can ask and respond to questions related to the topic.****Alternate Content Standard:****2.A.LVS.1.6. (Comprehension) Student will answer a "wh" question related to a topic.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Give a response that includes a detail to respond to a simple question related to a topic.	<ul style="list-style-type: none"><li>• Respond stating the fact with an element of detail. "The old woman," He was wearing red overalls."</li></ul>
<b>Applying:</b> Answer a "wh" question related to a topic.	<ul style="list-style-type: none"><li>• Answer a literal comprehension question.</li><li>• Answer a who, what, when or where question</li></ul>
<b>Developing:</b> Select an answer to a simple question related to a topic.	<ul style="list-style-type: none"><li>• Use a topic board to respond to a question.</li></ul>
<b>Introducing:</b> Attend/respond to questions and answers related to a topic.	<ul style="list-style-type: none"><li>• Respond to questions about a topic.</li></ul>



# SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

## LISTENING, VIEWING, AND SPEAKING THIRD GRADE

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standard:</b> <b>3.LVS.1.1. (Knowledge) Students can incorporate listening and viewing strategies to identify the content of the presentation.</b>	
<b>Alternate Content Standard:</b> <b>3.A.LVS.1.1. (Knowledge) Students can incorporate listening and viewing strategies to identify a fact of a presentation.</b>	
<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Incorporate listening and viewing strategies to identify two facts of a presentation.	<ul style="list-style-type: none"> <li>Following a presentation, give two facts.</li> </ul>
<b>Applying:</b> Incorporate listening and viewing strategies to identify a fact of a presentation.	<ul style="list-style-type: none"> <li>Use topic board, representation, verbal choices, etc., to indicate a fact.</li> </ul>
<b>Developing:</b> Use listening and viewing strategies to match a fact of a presentation.	<ul style="list-style-type: none"> <li>Match a representation of facts.</li> </ul>
<b>Introducing:</b> Attend/respond to a presentation.	<ul style="list-style-type: none"> <li>Respond to a presentation.</li> </ul>

**General Education Standard:**

**3.LVS.1.2. (Comprehension) Students can recall the content of a visual and auditory presentation.**

**Alternate Content Standard:**

**3.A.LVS.1.2. (Comprehension) Students can recall a fact of a visual, auditory, and/or kinesthetic presentation.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Recall two facts of a visual, auditory, and/or kinesthetic presentation.	<ul style="list-style-type: none"><li>• Use yes/no, topic boards, Intellikeys, augmentative communication, and/or verbal response show comprehension of two facts.</li></ul>
<b>Applying:</b> Recall a fact of a visual, auditory, and/or kinesthetic presentation.	<ul style="list-style-type: none"><li>• Use yes/no, topic boards, Intellikeys, augmentative communication, and/or verbal response show comprehension of 1one fact.</li></ul>
<b>Developing:</b> Match a fact from a visual, auditory, and/or kinesthetic presentation.	<ul style="list-style-type: none"><li>• Match a representation depicting a fact from a presentation.</li></ul>
<b>Introducing:</b> Attend/respond to a visual, auditory, or kinesthetic presentation.	<ul style="list-style-type: none"><li>• Respond to a presentation.</li></ul>

**General Education Standard:**

**3.LVS.1.3. (Synthesis) Students can deliver a presentation incorporating descriptive vocabulary.**

**Alternate Content Standard:**

**3.A.LVS.1.3. (Application) Students can deliver a presentation.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Deliver a presentation using expression.	<ul style="list-style-type: none"><li>• Use appropriate facial expression and eye contact.</li></ul>
<b>Applying:</b> Deliver a presentation.	<ul style="list-style-type: none"><li>• Present a piece of information to a group. (ex. give weather report.)</li><li>• Give a book report using technology.</li></ul>
<b>Developing:</b> Present a piece of information to a group.	<ul style="list-style-type: none"><li>• Match pictures to share information to a group.</li><li>• Give a book report by showing the group representations from the story.</li><li>• Match the information of the daily weather such as the temperature and weather condition.</li><li>• Show pictures of family to give a presentation.</li></ul>

<b>Introducing:</b> Present preprogrammed/premade information to a group.	<ul style="list-style-type: none"> <li>• Access a switch to present information to a group. (Pre-made, Powerpoint)</li> <li>• Access a switch to present a pre-made presentation/PowerPoint to a group.</li> </ul>
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**General Education Standard:**

**3.LVS.1.4. (Application) Students can demonstrate presentation skills.**

**Alternate Content Standard:**

**3.A.LVS.1.4. (Knowledge) Students can imitate presentation skills.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Use presentation skills.	<ul style="list-style-type: none"> <li>• Incorporate one presentation skill such as facing the group, looking at the group, keeping head up, or showing information.</li> </ul>
<b>Applying:</b> Imitate presentation skills.	<ul style="list-style-type: none"> <li>• Respond to request such as look at the group, show the group the picture, or put head up.</li> <li>• Imitate hand and facial gestures.</li> </ul>
<b>Developing:</b> Identify presentation skills.	<ul style="list-style-type: none"> <li>• Identify a good presentation skill from a selection on a topic board, verbal list, or pictures.</li> </ul>
<b>Introducing:</b> Attend/respond to a demonstration on presentation skills.	<ul style="list-style-type: none"> <li>• Respond to presentation skills.</li> </ul>

# SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

## LISTENING, VIEWING, AND SPEAKING FOURTH GRADE

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standard:</b> <b>4.LVS.1.1. (Application) Students can identify and explain the purpose of the presentation through listening and viewing.</b>	
<b>Alternate Content Standard:</b> <b>4.A.LVS.1.1. (Comprehension) Students can match the purpose of the presentation through listening and viewing.</b>	
<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Answer questions related to the purpose of the presentation.	<ul style="list-style-type: none"> <li>After listening to a presentation such as fire safety, DARE, a play, etc., can respond to questions.</li> </ul>
<b>Applying:</b> Match the purpose of the presentation through listening and viewing.	<ul style="list-style-type: none"> <li>When given a choice of answers either through yes/no response, topic boards, word lists, or pictures, to identify the purpose.</li> </ul>
<b>Developing:</b> Select representations related to the presentation.	<ul style="list-style-type: none"> <li>Select pictures/representation related to information in a presentation.</li> </ul>
<b>Introducing:</b> Following a presentation, student can attend/respond to a discussion related to the purpose of the presentation.	<ul style="list-style-type: none"> <li>Response to a discussion related to presentation.</li> </ul>

**General Education Standard:**

**4.LVS.1.2. (Comprehension) Students can record and explain information while listening and viewing.**

**Alternate Content Standard:**

**4.A.LVS.1.2. (Comprehension) Students can recall information from a listening and viewing activity.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Answer comprehension questions from a listening and viewing activity.	<ul style="list-style-type: none"><li>• Use topic boards, word banks, assistive technology, answer basic who, what, where, when, questions related to a presented activity.</li></ul>
<b>Applying:</b> Recall information from a listening and viewing activity.	<ul style="list-style-type: none"><li>• Respond to questions such as: Officer Smith told us to say no to ____.</li><li>• Respond to yes/no questions related to presentation.</li></ul>
<b>Developing:</b> Identify information about a presentation.	<ul style="list-style-type: none"><li>• Select representations/pictures/words related to a information from a presentation.</li></ul>
<b>Introducing:</b> Attend/respond to a presentation.	<ul style="list-style-type: none"><li>• Respond to a presentation.</li></ul>

**General Education Standard:**

**4.LVS.1.3. (Synthesis) Students can express ideas and convey information in an oral presentation.**

**Alternate Content Standard:**

**4.A.LVS.1.3. (Application) Students can participate in an oral presentation.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Deliver an oral presentation using visual aids.	<ul style="list-style-type: none"><li>• Use pictures, objects, computer generated visual aids, overhead, posters, etc., when delivering a presentation.</li><li>• Present information orally to a group. (pre-recorded text, augmentative communication, etc.)</li></ul>
<b>Applying:</b> Participate in an oral presentation.	<ul style="list-style-type: none"><li>• Show information such as visual aids.</li><li>• Give opinion/like/dislike for a topic.</li></ul>
<b>Developing:</b> Discuss characteristics of a quality oral presentation.	<ul style="list-style-type: none"><li>• Eye contact, gestures.</li></ul>
<b>Introducing:</b> Attend/respond to an oral presentation.	<ul style="list-style-type: none"><li>• Respond to an oral presentation.</li></ul>

**General Education Standard:**

**4.LVS.1.4. (Synthesis) Students can incorporate expanding vocabularies into a formal presentation.**

**Alternate Content Standard:**

**4.A.LVS.1.4. (Knowledge) Students can imitate expanded vocabulary (when modeled) in a presentation.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Use expanded vocabulary in a presentation.	<ul style="list-style-type: none"><li>• Give a presentation on maps and use vocabulary: map, legend, scale, compass rose.</li></ul>
<b>Applying:</b> Imitate expanded vocabulary (when modeled) in a presentation.	<ul style="list-style-type: none"><li>• Repeat sentences with vocabulary.</li></ul>
<b>Developing:</b> Identify expanded vocabulary in a presentation.	<ul style="list-style-type: none"><li>• Identify a vocabulary word in a written or spoken sentence. <b>Example:</b> map, key, legend etc...</li></ul>
<b>Introducing:</b> Engage in activities that build and expand vocabulary.	<ul style="list-style-type: none"><li>• Respond to vocabulary activities.</li></ul>

**General Education Standard:**

**4.LVS.1.5. (Synthesis) Students can integrate nonverbal techniques in oral communication.**

**Alternate Content Standard:**

**4.A.LVS.1.5. (Comprehension) Students can use gestures in a presentation.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Use gestures and visual aids in a presentation.	<ul style="list-style-type: none"><li>• Incorporate pointing/looking toward visual aid</li></ul>
<b>Applying:</b> Use gestures in a presentation.	<ul style="list-style-type: none"><li>• Use appropriate facial expressions when delivering presentation.</li><li>• Use pausing to obtain anticipatory excitement.</li><li>• Hold up a visual aid.</li><li>• Point to a visual aid during a presentation.</li></ul>
<b>Developing:</b> Identify gestures in a presentation.	<ul style="list-style-type: none"><li>• Match pictures/representations of a gesture or visual aid that could be used in a presentation.</li></ul>
<b>Introducing:</b> Attend/respond to gestures in a presentation.	<ul style="list-style-type: none"><li>• Respond to non-verbal techniques.</li></ul>

# SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

## LISTENING, VIEWING AND SPEAKING FIFTH GRADE

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standard:</b> <b>5.LVS.1.1. (Knowledge) Students can identify the purpose and content of a presentation through listening and viewing.</b>	
<b>Alternate Content Standard:</b> <b>5.A.LVS.1.1. (Knowledge) Students can identify the purpose of a presentation through listening and viewing.</b>	
<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Explain the purpose of a presentation through listening and viewing.	<ul style="list-style-type: none"> <li>Restate the purpose of a presentation through listening and viewing.</li> </ul>
<b>Applying:</b> Identify the purpose of a presentation through listening and viewing.	<ul style="list-style-type: none"> <li>Choose the main idea of a presentation through listening and viewing from a given list.</li> </ul>
<b>Developing:</b> Match purpose to presentation.	<ul style="list-style-type: none"> <li>Match purpose to picture representation with teacher prompt.</li> </ul>
<b>Introducing:</b> Attend/respond to purpose of presentation.	<ul style="list-style-type: none"> <li>Attend/respond to a presentation.</li> </ul>

**General Education Standard:**

**5.LVS.1.2. (Comprehension) Students can explain the purpose and content of the presentation.**

**Alternate Content Standard:**

**5.A.LVS.1.2. (Comprehension) Identify main idea of a presentation through listening and viewing.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Restate main idea of presentation through listening and viewing.	<ul style="list-style-type: none"> <li>Paraphrase main idea of presentation through listening and viewing with teacher prompt.</li> </ul>
<b>Applying:</b> Identify main idea of a presentation through listening and viewing.	<ul style="list-style-type: none"> <li>Identify the main idea of a presentation through listening and viewing when given a list.</li> </ul>
<b>Developing:</b> Recognize the main idea of a presentation.	<ul style="list-style-type: none"> <li>Repeat main idea from a presentation with teacher prompt.</li> </ul>
<b>Introducing:</b> Attend/respond to main idea of a presentation.	<ul style="list-style-type: none"> <li>Attend/respond to main idea of a presentation using assistive technology.</li> </ul>

**General Education Standard:**

**5.LVS.1.3. (Application) Students can select and organize relevant information gathered through listening and viewing.**

**Alternate Content Standard:**

**5.A.LVS.1.3. (Application) Students can classify relevant information in a presentation.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Select relevant information.	<ul style="list-style-type: none"> <li>Select the main points from the presentation through topic boards.</li> <li>Fill in blanks in guided notes as presentation is given.</li> </ul>
<b>Applying:</b> Classify relevant information in a presentation.	<ul style="list-style-type: none"> <li>Highlight important information from script of presentation.</li> <li>Circle/highlight/identify words from presentation.</li> </ul>
<b>Developing:</b> Identify specified information through listening and viewing.	<ul style="list-style-type: none"> <li>Match representations from information in a presentation.</li> <li>Point out representations from presentation.</li> <li>Raise hand/indicate a response when presented with related/non-related information in a presentation.</li> </ul>



<b>Introducing:</b> Attend/respond to information of a presentation.	<ul style="list-style-type: none"> <li>• Respond to information from a presentation.</li> <li>• Access technology to indicate comprehension of a presentation.</li> </ul>
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<b>General Education Standard:</b> <b>5.LVS.1.4. (Application) Students can deliver a narrative oral presentation.</b>  <b>Alternate Content Standard:</b> <b>5.A.LVS.1.4. (Application) Students can deliver a presentation relating to a personal experience.</b>	
<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Deliver a presentation that provides information.	<ul style="list-style-type: none"> <li>• Present information that includes specific information related to an experience.</li> </ul>
<b>Applying:</b> Deliver a presentation relating to a personal experience.	<ul style="list-style-type: none"> <li>• Share about a vacation, Christmas, weekend, last evening, a new game, baseball practice, a movie.</li> </ul>
<b>Developing:</b> State one or two facts in a presentation relating to a personal experience.	<ul style="list-style-type: none"> <li>• Share information about personal experience such as: what they did over weekend, holiday, new game, baseball practice, going to a movie.</li> </ul>
<b>Introducing:</b> Deliver a presentation with assistance.	<ul style="list-style-type: none"> <li>• Access technology to share information about a personal experience.</li> <li>• Hit switch to change slides on PowerPoint presentation.</li> </ul>

# SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

## LISTENING, VIEWING, AND, SPEAKING SIXTH GRADE

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standard:</b> <b>6.LVS.1.1. (Comprehension) Students can interpret the purpose and content of the presentation by observing the speaker’s verbal and nonverbal cues.</b>	
<b>Alternate Content Standard:</b> <b>6.A.LVS.1.1. (Comprehension) Students can select the main idea and one fact from a presentation.</b>	
<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Communicate the purpose and two facts from a presentation.	<ul style="list-style-type: none"> <li>Respond to a question related to the purpose.</li> <li>Respond to questions related to facts from the presentation.</li> </ul>
<b>Applying:</b> Select the main idea and one fact from a presentation.	<ul style="list-style-type: none"> <li>Select the main idea and fact from a selection such as word bank, discussion.</li> </ul>
<b>Developing:</b> Select main idea of a presentation through listening and viewing.	<ul style="list-style-type: none"> <li>Match representation of the main idea.</li> <li>Sort relevant and irrelevant ideas from the presentation.</li> </ul>
<b>Introducing:</b> Attend/respond to a discussion related to the main idea and facts from a presentation.	<ul style="list-style-type: none"> <li>Access technology to respond to facts from a presentation.</li> <li>Respond to discussion related to main idea and facts of presentation.</li> </ul>

**General Education Standard:**

**6.LVS.1.2. (Application) Students can organize and present narrative and informative presentations using main ideas and supporting details.**

**Alternate Content Standard:**

**6.A.LVS.1.2. (Application) Students can present information that includes a main idea and two supporting details.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Organize and present information that includes a main idea and three supporting details.	<ul style="list-style-type: none"><li>• Give information to group that is organized and includes a main idea and three supporting details.</li><li>• Use a visual aid that includes a graphic organizer.</li></ul>
<b>Applying:</b> Present information that includes a main idea and two supporting details.	<ul style="list-style-type: none"><li>• Present information to group that is organized and includes a main idea and two supporting details.</li><li>• Use a visual aid that includes a graphic organizer.</li></ul>
<b>Developing:</b> Organize information from a presentation into categories of main idea and supporting details.	<ul style="list-style-type: none"><li>• Use graphic organizer to match main idea and supporting detail.</li></ul>
<b>Introducing:</b> Attend/respond to the main idea and a supporting detail.	<ul style="list-style-type: none"><li>• Respond when asked “the main idea is ____”.</li><li>• Access switch to indicate the main idea or supporting fact.</li></ul>

**General Education Standard:**

**6.LVS.1.3. (Knowledge) Students can identify facts and opinions in auditory and visual information.**

**Alternate Content Standard:**

**6.A.LVS.1.3. (Knowledge) Students can identify the difference between a fact and an opinion.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Identify one fact and one opinion in auditory and visual information.	<ul style="list-style-type: none"><li>• Identify facts and opinions in commercials.</li></ul>
<b>Applying:</b> Identify the difference between a fact and an opinion.	<ul style="list-style-type: none"><li>• Recognize key words that indicate a fact. (the research says, the author states)</li><li>• Recognize key words that indicate an opinion. (I believe, I think)</li></ul>

<b>Developing:</b> Match a clear fact from auditory or visual information.	<ul style="list-style-type: none"> <li>• Match pictures of facts from a presentation.</li> <li>• Hold up card or verbalize that the information was a fact in a presentation.</li> </ul>
<b>Introducing:</b> Attend/respond to a presentation and subsequent discussion related to the facts and opinions in the presentation.	<ul style="list-style-type: none"> <li>• Respond to the discussion.</li> <li>• Access a switch to indicate a fact or opinion.</li> </ul>

## SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

### LISTENING, VIEWING, AND SPEAKING SEVENTH GRADE

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

**General Education Standard:**  
**7.LVS.1.1. (Evaluation) Students can evaluate the purpose and content of the presentation using listening and viewing skills.**

**Alternate Content Standard:**  
**7.A.LVS.1.1. (Analysis) Students can state the purpose of the presentation.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Explain the purpose of the presentation.	<ul style="list-style-type: none"> <li>Explain presentation with a brief statement.  <b>Example:</b> This presentation was about how to measure for cooking.</li> </ul>
<b>Applying:</b> State the purpose of the presentation.	<ul style="list-style-type: none"> <li>Give a 1-2 word purpose.  <b>Example:</b> Student answers could be: Flowers, cells, measuring.</li> </ul>
<b>Developing:</b> Recognize the purpose of the presentation.	<ul style="list-style-type: none"> <li>Choose purpose of a presentation.  <b>Example:</b> Presentation on flowers, student will choose between a representation of a flower and a dog.</li> </ul>
<b>Introducing:</b> Attend/respond to the purpose of the presentation.	<ul style="list-style-type: none"> <li>Attend/respond to presentation purpose.  <b>Example:</b> Use a voice activated switch with purpose of a presentation.</li> </ul>

**General Education Standard:**

**7.LVS.1.2. (Comprehension)** Students can express orally how audience and purpose influence speech format.

**Alternate Content Standard:**

**7.A.LVS.1.2. (Comprehension)** Students can explain how listeners shape a speaker's message.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<b>Advancing:</b> Describe how listeners shape a speaker's message.	<ul style="list-style-type: none"><li>• Give a brief description of why a fire fighter's message is different for children and adults.</li></ul>
<b>Applying:</b> Explain how listeners shape a speaker's message.	<ul style="list-style-type: none"><li>• Say what a firefighter might say to children and to adults.</li></ul>
<b>Developing:</b> State that listeners shape a speaker's message.	<ul style="list-style-type: none"><li>• Match specific listeners to a presenter. <b>Example:</b> Firefighter as presenter Match "Stop, Drop and Roll" to students and smoke detectors to adults</li></ul>
<b>Introducing:</b> Attend/respond to how listeners shape a speaker's message.	<ul style="list-style-type: none"><li>• <b>Example:</b> Activate a switch to say Firefighters talk to young kids about "Stop, Drop and Roll" and talk to adults about smoke detectors.</li></ul>

**General Education Standard:**

**7.LVS.1.3. (Synthesis)** Students can create clear and organized descriptive, informative, and narrative presentations.

**Alternate Content Standard:**

**7.A.LVS.1.3. (Application)** Students can create a presentation with a clear message.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<b>Advancing:</b> Create an organized presentation with a clear message.	<ul style="list-style-type: none"><li>• Present on a specific topic. <b>Example:</b> flowers, fish, science topic...</li></ul>
<b>Applying:</b> Create a presentation with a clear message.	<ul style="list-style-type: none"><li>• Give a presentation on a specific topic. <b>Example:</b> sharks, flowers, cells...</li></ul>
<b>Developing:</b> Create a brief presentation with a clear message.	<ul style="list-style-type: none"><li>• Give a presentation on a specific well known topic. <b>Example:</b> family, friends, school...</li></ul>
<b>Introducing:</b> Attend/respond to a presentation with a clear message.	<ul style="list-style-type: none"><li>• Attend/respond by activating a switch to indicate a short statement on a known topic.</li></ul>

**General Education Standard:**

**7.LVS.1.4. (Evaluation) Students can evaluate the use of facts and opinions expressed in auditory and visual information.**

**Alternate Content Standard:**

**7.A.LVS.1.4. (Comprehension) Students can recognize the use of facts and opinion.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Identify the use of facts and opinions.	<ul style="list-style-type: none"><li>• Given a brief statement, students will identify one fact and one opinion.</li></ul>
<b>Applying:</b> Recognize the use of facts and opinions.	<ul style="list-style-type: none"><li>• Recognize fact. (Your eyes are blue.)</li><li>• Recognize opinion. (Your eyes are pretty.)</li></ul>
<b>Developing:</b> Label the use of facts and opinions.	<ul style="list-style-type: none"><li>• Match facts to facts and opinions to opinions.</li></ul>
<b>Introducing:</b> Attend/respond to the use of facts and opinions.	<ul style="list-style-type: none"><li>• Indicate a fact and opinion by using a computer program or voice activated switch.</li></ul>

# SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

## LISTENING, VIEWING, AND SPEAKING EIGHTH GRADE

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standard:</b> <b>8.LVS.1.1. (Evaluation) Students can evaluate information in auditory and visual communication.</b>	
<b>Alternate Content Standard:</b> <b>8.A.LVS.1.1. (Comprehension) Students can recognize relevant information in auditory and visual communication.</b>	
<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Identify relevant information in auditory and visual communication.	<ul style="list-style-type: none"> <li>Identify one piece of information from auditory communication and one piece from visual communication.</li> </ul>
<b>Applying:</b> Recognize relevant information in auditory and visual communication.	<ul style="list-style-type: none"> <li>Identify what the speaker says is auditory information and what the listeners see is visual information.</li> </ul>
<b>Developing:</b> Repeat relevant information in auditory and visual communication.	<ul style="list-style-type: none"> <li>Repeat one piece of relevant information.</li> </ul>
<b>Introducing:</b> Attend/respond to relevant information in auditory and visual communication.	<ul style="list-style-type: none"> <li>Indicate a relevant piece of information.</li> </ul>



**General Education Standard:**

**8.LVS.1.2. (Analysis) Students can analyze audio/visual aids in presentations.**

**Alternate Content Standard:**

**8.A.LVS.1.2. (Knowledge) Students can identify audio/visual aids in presentations.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Use one audio/visual aid in a presentation.	<ul style="list-style-type: none"><li>• Use a short video clip (tv or computer), show a picture or play a tape in a presentation.</li></ul>
<b>Applying:</b> Identify audio/visual aids in presentations.	<ul style="list-style-type: none"><li>• Identify an audio/visual aid that was used.</li></ul>
<b>Developing:</b> Label audio/visual aids in presentations.	<ul style="list-style-type: none"><li>• Identify the following as audio/visual aids: <b>Example:</b> PowerPoints, objects, pictures, videos, audio tapes.</li></ul>
<b>Introducing:</b> Attend/respond to audio/visual aids in presentations.	<ul style="list-style-type: none"><li>• Respond to audio/visual aids. <b>Example:</b> Use instruments or music to show audio/visual aids.</li></ul>

**General Education Standard:**

**8.LVS.1.3. (Application) Students can integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose.**

**Alternate Content Standard:**

**8.A.LVS.1.3. (Comprehension) Students can recognize nonverbal communication.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Identify nonverbal communication.	<ul style="list-style-type: none"><li>• Identify a form of non-verbal communication.</li></ul>
<b>Applying:</b> Recognize nonverbal communication.	<ul style="list-style-type: none"><li>• Recognize non-verbal communication. (gestures, eye contact, posture)</li></ul>
<b>Developing:</b> Imitate nonverbal communication.	<b>Example:</b> Hand gestures, standing or sitting up straight (posture).
<b>Introducing:</b> Attend/respond to nonverbal communication.	<ul style="list-style-type: none"><li>• Practice hand gestures.</li></ul>

**General Education Standard:**

**8.LVS.1.4. (Synthesis) Students can deliver a persuasive presentation.**

**Alternate Content Standard:**

**8.A.LVS.1.4. (Comprehension) Students can identify a persuasive topic.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Develop a persuasive topic.	<ul style="list-style-type: none"><li>• Pick one topic to develop.</li></ul>
<b>Applying:</b> Identify a persuasive topic.	<ul style="list-style-type: none"><li>• Choose persuasive topics. <b>Example:</b> facts on sharks or having year round school</li></ul>
<b>Developing:</b> Label a persuasive topic.	<ul style="list-style-type: none"><li>• Label a topic persuasive. (using file folders)</li></ul>
<b>Introducing:</b> Attend/respond to a persuasive topic.	<ul style="list-style-type: none"><li>• Use a switch to indicate a persuasive topic.</li></ul>

# SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

## LISTENING, VIEWING, AND SPEAKING NINTH GRADE

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

**General Education Standard:**  
**9.LVS.1.1. (Analysis) Students can analyze the use of images, text, and sound in media for accuracy, validity, and influence.**

**Alternate Content Standard:**  
**9.A.LVS.1.1. (Analysis) Students can indicate the effects of images, text, and sound in media.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Explain the use of images, text, and sound in media.	<ul style="list-style-type: none"> <li>Explain how images persuade.</li> </ul>
<b>Applying:</b> Indicate the effects of images, text, and sound in media.	<ul style="list-style-type: none"> <li>Indicate one image that appeals to them.</li> </ul>
<b>Developing:</b> Recognize the use of images, text, and sound in media.	<ul style="list-style-type: none"> <li>View a TV commercial and recognize images.</li> </ul>
<b>Introducing:</b> Attend/respond to the use of images, text, and sound in media.	<ul style="list-style-type: none"> <li>Attend/respond to a TV commercial.</li> </ul>

**General Education Standard:**

**9.LVS.1.2. (Synthesis) Students can implement organizational methods for informative presentations.**

**Alternate Content Standard:**

**9.A.LVS.1.2. (Synthesis) Students can sequence two to three ideas in a presentation.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Sequence four or more ideas in a presentation.	<b>Example:</b> Present butterfly life cycle in order. 1. Egg 2. Larva 3. Caterpillar 4. Cocoon 5. Butterfly
<b>Applying:</b> Sequence two to three ideas in a presentation.	<b>Example:</b> Sequence two to three phases of a butterfly life cycle. 1. Egg 2. Caterpillar 3. Butterfly
<b>Developing:</b> Match two to three ideas in a presentation.	<b>Example:</b> Match cycles of the butterfly life cycle.
<b>Introducing:</b> Attend/respond to three to four ideas in a presentation.	<b>Example:</b> Attend/respond to stages of the butterfly life cycle or other science presentations.

**General Education Standard:**

**9.LVS.1.3. (Application) Students can clarify and defend positions with precise and relevant evidence within an informal setting.**

**Alternate Content Standard:**

**9.A.LVS.1.3. (Application) Students can indicate personal opinions within an informal setting.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Explain personal opinions within an informal setting.	<ul style="list-style-type: none"><li>Explain opinion. <b>Example:</b> I like the Chicago Cubs because they have the best players.</li></ul>
<b>Applying:</b> Indicate personal opinions within an informal setting.	<ul style="list-style-type: none"><li>Give a personal opinion. <b>Example:</b> I like the Chicago Cubs.</li></ul>
<b>Developing:</b> Recognize personal opinions within an informal setting.	<ul style="list-style-type: none"><li>Match personal opinions. <b>Example:</b> Each student has a personal</li></ul>

	matching sheet with their favorite foods, sports teams, seasons, etc...
<b>Introducing:</b> Attend/respond to personal opinions within an informal setting.	<ul style="list-style-type: none"> <li>Attend/respond to conversations on opinions.</li> </ul>

**General Education Standard:**

**9.LVS.1.4. (Application) Students can support a presentation with audio/visual aids and technology considering audience and purpose.**

**Alternate Content Standard:**

**9.A.LVS.1.4. (Application) Students can prepare a presentation with at least one audio/visual/technological aid.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Prepare a presentation with two or more audio/visual/technological aid.	<b>Examples:</b> <ol style="list-style-type: none"> <li>1. Personal pictures</li> <li>2. Internet to show vacation location</li> <li>3. Home DVD of trip</li> </ol>
<b>Applying:</b> Prepare a presentation with at least one audio/visual/technological aid.	<b>Examples:</b> <ol style="list-style-type: none"> <li>1. Show personal pictures</li> </ol>
<b>Developing:</b> Match audio/visual/technological aids with a presentation.	<ul style="list-style-type: none"> <li>Match pictures of a family vacation.</li> </ul>
<b>Introducing:</b> Attend/respond to a presentation with audio/visual/technological aids.	<ul style="list-style-type: none"> <li>Attend/respond to representation of presentation aids.</li> </ul>

# SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

## LISTENING, VIEWING, AND SPEAKING TENTH GRADE

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

**General Education Standard:**

**10.LVS.1.1. (Analysis) Students can analyze visual and auditory impact on the credibility and reliability of the message.**

**Alternate Content Standard:**

**10.A.LVS.1.1. (Comprehension) Students can state one item in a picture and/or words that makes the message accurate and dependable.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> State how pictures and words do/do not make the message accurate and dependable.	<ul style="list-style-type: none"> <li>Given an internet site of a product, student will recognize what makes the picture accurate. <b>Example:</b> Picture of a vase – Accuracy could be the color of the vase. But the inaccuracy of the picture could be the size.</li> </ul>
<b>Applying:</b> State one item in a picture and/or words that makes the message accurate and dependable.	<ul style="list-style-type: none"> <li>Given a product to find on the internet, student states one description that makes the photo accurate. <b>Examples:</b> color, brand name</li> </ul>
<b>Developing:</b> Recognize how pictures and words make the message accurate and dependable.	<ul style="list-style-type: none"> <li>Given a product on the Internet, will point to a picture of the product.</li> </ul>

<b>Introducing:</b> Attend/respond to how pictures and words make the message accurate and dependable.	<ul style="list-style-type: none"> <li>Attend/respond to pictures/words/representations of products.</li> </ul>
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**General Education Standard:**

**10.LVS.1.2. (Evaluation)** Students can evaluate the effectiveness of arguments used by speakers.

**Alternate Content Standard:**

**10.A.LVS.1.2. (Comprehension)** Students can state if the speaker has been convincing.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<b>Advancing:</b> Explain if the speaker has been convincing.	<ul style="list-style-type: none"> <li>Explains one piece of information from a speaker that makes the speaker convincing. <b>Example:</b> Police Officer – Don’t drink and drive because you could kill yourself or others on the road.</li> </ul>
<b>Applying:</b> State if the speaker has been convincing.	<ul style="list-style-type: none"> <li>States a speaker is convincing and one fact. <b>Example:</b> Police officer – I want to stay off drugs because they are dangerous.</li> </ul>
<b>Developing:</b> Recognize if the speaker has been convincing.	<ul style="list-style-type: none"> <li>Answers yes/no questions about a speaker’s presentation. <b>Example:</b> Did the police officer make you want to stay off drugs?</li> </ul>
<b>Introducing:</b> Attend/respond to a presentation on being a convincing speaker.	<ul style="list-style-type: none"> <li>Attend/respond to a police officer talking about drugs.</li> </ul>

**General Education Standard:**

**10.LVS.1.3. (Analysis)** Students can analyze how verbal and nonverbal communication can influence the interpretation of the message.

**Alternate Content Standard:**

**10.A.LVS.1.3. (Application)** Students can demonstrate verbal and nonverbal communication.

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<b>Advancing:</b> State how verbal and nonverbal communication can make a difference for the listener.	<ul style="list-style-type: none"> <li>After attending an assembly, student will state verbal and non verbal communication. <b>Example:</b> The speaker used a high and low tone of voice and was running around the stage to get a point across.</li> </ul>

<b>Applying:</b> Demonstrate verbal and nonverbal communication.	<ul style="list-style-type: none"> <li>Demonstrate verbal and nonverbal communication. <b>Example:</b> Show facial gestures – serious, funny, mad. <b>Example:</b> Show hand gestures.</li> </ul>
<b>Developing:</b> Imitate verbal and nonverbal communication.	<ul style="list-style-type: none"> <li>Imitate facial and hand gestures.</li> </ul>
<b>Introducing:</b> Attend/respond to how verbal and nonverbal communication can make a difference for the listener.	<ul style="list-style-type: none"> <li>With hand-over-hand assistance, practice hand gestures.</li> </ul>

**General Education Standard:**  
**10.LVS.1.4. (Application) Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.**

**Alternate Content Standard:**  
**10.A.LVS.1.4. (Application) Students can support a position.**

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<b>Advancing:</b> Demonstrate support of a position.	<ul style="list-style-type: none"> <li>Produce one piece of evidence that supports a position. <b>Example:</b> Use an article from the newspaper that supports a position on global warming.</li> </ul>
<b>Applying:</b> Support a position.	<ul style="list-style-type: none"> <li>Give one reason why the class should take a field trip to a farm.</li> </ul>
<b>Developing:</b> Recognize a position.	<ul style="list-style-type: none"> <li>Given a presentation, answer yes/no questions to show support. <b>Example:</b> “Do you want to go on a family vacation?”</li> </ul>
<b>Introducing:</b> Attend/respond to a position.	<ul style="list-style-type: none"> <li>Attend/respond to a presentation on a position.</li> </ul>

**General Education Standard:**  
**10.LVS.1.5. (Synthesis) Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech.**

**Alternate Content Standard:**  
**10.A.LVS.1.5. (Comprehension) Students can recognize listener reactions.**



Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<b>Advancing:</b> Describe listener reactions.	<ul style="list-style-type: none"> <li>After an assembly on drugs, describe the audience reaction. <b>Example:</b> People cried when they showed the car in a drunk driving accident.</li> </ul>
<b>Applying:</b> Recognize listener reactions.	<ul style="list-style-type: none"> <li>After watching videos of an audience, student will recognize reactions. <b>Example:</b> Laughter, crying, disgust</li> </ul>
<b>Developing:</b> Watch listeners for reactions.	<ul style="list-style-type: none"> <li>Match laughter to happy, grumbling to sad, crying to sad.</li> </ul>
<b>Introducing:</b> Attend/respond to listeners for reactions.	<ul style="list-style-type: none"> <li>Attend/respond to emotional reactions.</li> </ul>

**General Education Standard:**

**10.LVS.1.6. (Evaluation) Students can evaluate the relationship among purpose, audience, and content of speeches or presentations.**

**Alternate Content Standard:**

**10.A.LVS.1.6. (Knowledge) Students can choose a topic for a specific occasion.**

Alternate Content Standards Grade Level Achievement Descriptors	Target Skills
<b>Advancing:</b> Choose a topic for a specific occasion and audience.	<ul style="list-style-type: none"> <li>Choose a topic about weekend activities to share with current events class.</li> </ul>
<b>Applying:</b> Choose a topic for a specific occasion.	<ul style="list-style-type: none"> <li>Choose to talk about Christmas gifts at Christmas time.</li> </ul>
<b>Developing:</b> Match a topic to a specific occasion.	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>Planting flowers – spring</li> <li>Shoveling snow – winter</li> <li>Swimming pool – summer</li> <li>Pumpkin patch – fall</li> </ol>
<b>Introducing:</b> Attend/respond to a topic for a specific occasion.	<ul style="list-style-type: none"> <li>Attend/respond to lectures on topics.</li> </ul>

**General Education Standard:**

**10.LVS.1.7. (Application) Students can incorporate verbal techniques in formal speeches or presentations.**

**Alternate Content Standard:**

**10.A.LVS.1.7. (Comprehension) Students can practice rate in a presentation.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Vary emphasis and rate in a presentation.	<ul style="list-style-type: none"> <li>• Vary speaking voice. (fast, slow, loud, soft, high, low)</li> </ul>
<b>Applying:</b> Practice rate in a presentation.	<ul style="list-style-type: none"> <li>• Practice talking fast/slow.</li> </ul>
<b>Developing:</b> Match emphasis variation in a presentation.	<ul style="list-style-type: none"> <li>• Match a fast rate to a fast rate and match a slow rate to a slow rate.</li> <li>• Use music have student move fast to fast music and slow to slow music.</li> </ul>
<b>Introducing:</b> Attend/respond to emphasis in a presentation.	<ul style="list-style-type: none"> <li>• Attend/respond to someone talking fast and slow.</li> </ul>

**General Education Standard:**  
**10.LVS.1.8 (Synthesis) Students can construct and deliver a variety of formal speeches or presentations.**

**Alternate Content Standard:**  
**10.A.LVS.1.8 (Application) Students can construct presentations.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Construct and deliver presentations.	<ul style="list-style-type: none"> <li>• Construct and deliver two-minute presentation on a president.</li> </ul>
<b>Applying:</b> Construct presentations.	<ul style="list-style-type: none"> <li>• Construct a short presentation on a president.</li> </ul>
<b>Developing:</b> View presentations.	<ul style="list-style-type: none"> <li>• View student presentation on a president and answer yes/no questions.</li> </ul>
<b>Introducing:</b> Attend/respond to presentations.	<ul style="list-style-type: none"> <li>• Attend/respond to student presentations on presidents.</li> </ul>

## SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

### LISTENING, VIEWING, AND SPEAKING ELEVENTH GRADE

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

**General Education Standard:**

**11.LVS.1.1 (Evaluation) Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.**

**Alternate Content Standard:**

**11.A.LVS.1.1 (Knowledge) Students can recognize the use of eye contact and organization in a presentation.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Recognize the use of eye contact, organization, and body language in a presentation.	<ul style="list-style-type: none"> <li>State examples of when a speaker used eye contact, organization and/or body language. <b>Example:</b> When the speaker was talking about bad self esteem, he/she was slouched over.</li> </ul>
<b>Applying:</b> Recognize the use of eye contact and organization in a presentation.	<ul style="list-style-type: none"> <li>Make eye contact with a presenter.</li> </ul>
<b>Developing:</b> Imitate the use of eye contact.	<ul style="list-style-type: none"> <li>Practice making eye contact in a conversation.</li> </ul>
<b>Introducing:</b> Attend/respond to the use of eye contact and organization in a presentation.	<ul style="list-style-type: none"> <li>Attend/respond to someone making eye contact.</li> </ul>

**General Education Standard:**

**11.LVS.1.2. (Evaluation) Students can evaluate logical and critical thinking used in communication.**

**Alternate Content Standard:**

**11.A.LVS.1.2. (Knowledge) Students can recognize common sense used in communication.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Discuss common sense used in communication.	<ul style="list-style-type: none"><li>• Discuss common sense at the dinner table. <b>Example:</b> It is good to ask someone to pass the potatoes because if I just reach for them I may spill my milk.</li></ul>
<b>Applying:</b> Recognize common sense used in communication.	<ul style="list-style-type: none"><li>• Recognize taking turns in conversation.</li></ul>
<b>Developing:</b> Point out common sense used in communication.	<ul style="list-style-type: none"><li>• Match definition of common sense.</li></ul>
<b>Introducing:</b> Attend/respond to common sense used in communication.	<ul style="list-style-type: none"><li>• Attend/respond to a presentation on common sense.</li></ul>

**General Education Standard:**

**11.LVS.1.3. (Application) Students can implement rhetorical devices in oral presentations.**

**Alternate Content Standard:**

**11.A.LVS.1.3. (Comprehension) Students can ask and answer a question in a presentation.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Ask a question, answer the question, and use repetition in a presentation.	<ul style="list-style-type: none"><li>• Given a science presentation, ask a question on sharks, answer the question and restate the answer.</li></ul>
<b>Applying:</b> Ask and answer a question in a presentation.	<ul style="list-style-type: none"><li>• Given a science presentation, ask a question about sharks and answer the question.</li></ul>
<b>Developing:</b> Match the question to an answer in a presentation.	<ul style="list-style-type: none"><li>• After attending to a presentation of where animals live, match sharks to ocean, cows to land, birds to sky.</li></ul>
<b>Introducing:</b> Attend/respond to a question in a presentation.	<ul style="list-style-type: none"><li>• Attend/respond to questions after a presentation.</li><li>• Answer yes/no questions with use of a voice-activated switch.</li></ul>

## SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

### LISTENING, VIEWING, AND SPEAKING TWELFTH GRADE

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the alternate content standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

**General Education Standard:**

**12.LVS.1.1. (Evaluation) Students can evaluate diction, tone, and syntax used in communication.**

**Alternate Content Standard:**

**12.A.LVS.1.1. (Comprehension) Students can describe the effect of words used in communication.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Discuss the effect of words used in communication.	<ul style="list-style-type: none"> <li>Present a video on name calling and discuss connotations.</li> </ul>
<b>Applying:</b> Describe the effect of words used in communication.	<b>Example:</b> Saying “I don’t like you” can hurt your feelings.
<b>Developing:</b> Match the effect of words used in communication.	<ul style="list-style-type: none"> <li>Match emotional words. (feelings – happy, sad, surprised, mad)</li> </ul>
<b>Introducing:</b> Attend/respond to the effect of words used in communication.	<ul style="list-style-type: none"> <li>Attend/respond to presentation on emotions. Use computer activated programs to complete program on feelings. (ex. Intellitools)</li> </ul>

**General Education Standard:**

**12.LVS.1.2. (Evaluation) Students can evaluate the interactions between society and media.**

**Alternate Content Standard:**

**12.A.LVS.1.2. (Comprehension) Students can describe how media affects society.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Discuss how media affects society.	<ul style="list-style-type: none"><li>• View/attend to a newscast and discuss one story and how it affects society. <b>Example:</b> View a story on obesity and describe the media effect. (commercial with cartoon characters promoting cereal)</li></ul>
<b>Applying:</b> Describe how media affects society.	<ul style="list-style-type: none"><li>• View/attend to a newscast and recognize a story in society. <b>Example:</b> Obesity, global warming, violence in video games</li></ul>
<b>Developing:</b> Identify how media affects society.	<ul style="list-style-type: none"><li>• View/attend to a story on childhood obesity.</li></ul>
<b>Introducing:</b> Attend/respond to how media affects society.	<ul style="list-style-type: none"><li>• Attend/respond to a news story in society.</li></ul>

**General Education Standard:**

**12.LVS.1.3. (Synthesis) Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.**

**Alternate Content Standard:**

**12.A.LVS.1.3. (Synthesis) Students can create a multimedia presentation.**

<b>Alternate Content Standards Grade Level Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Present a multimedia product.	<ul style="list-style-type: none"><li>• Present a multimedia presentation on animals using PowerPoint. (group project)</li></ul>
<b>Applying:</b> Create a multimedia presentation.	<ul style="list-style-type: none"><li>• Create a multimedia presentation on PowerPoint. (two-three slides)</li></ul>
<b>Developing:</b> View a multimedia presentation.	<ul style="list-style-type: none"><li>• View a student's multimedia presentation on animals.</li></ul>
<b>Introducing:</b> Attend/respond to a multimedia presentation.	<ul style="list-style-type: none"><li>• Attend/respond to a student multimedia presentation.</li></ul>